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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Emily Dodd** |

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| **Grade** | K | **Topic** | Leprechaun Traps (ADST) |  |
| **Date** | March 17th | **Allotted Time** | 1.75 hours  |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| We read the book “How to Trap a Leprechaun”. Students will be making their own leprechaun traps. We have co-created the criteria, and they will be given some of the morning to plan it. They will then be given the opportunity to build the leprechaun traps (individually). I will go up to every peron throughout the lesson or the planning and ask how the trap works, to get an idea of their thinking. This is allowing them to be creative and to problem solve.  |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
 |
|  | •I make my ideas work or I change what I am doing. Students will be drawing a blueprint of their trap before they build it. If the ideas on the blueprint are not working, they can adapt it. |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning involves patience and time | Students will be spending the majority of the day working on their Leprechaun Traps between the planning stage and the building stage. They will understand that this activity will take time to complete and that all of their ideas on their blueprints may not work so they need to adapt their ideas. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):Designs grow out of natural curiosity.*Essential or Guiding Question(s):*How can I use the materials provided to build a Leprechaun Trap? |
| ***Do***Curricular Competencies (Learning Standards):Use trial and error to make changes, solve problems, or incorporate new ideas from self or othersDemonstrate their product, tell the story of designing and making their product, and explain how their productcontributes to the individual, family, community, and/or environment |
| ***Know***Content (Learning Standards):None listed for kindergarten ADST |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

* Creation of criteria (done, but will be revisited)
* Participation in discussion of traps
* Observation of them building and planning the traps

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* Planning page (did they follow the design? Why did they deviate?)
* Did they meet the criteria? (checklist)
* Talked with each student about the trap – jot down notes

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* |  I can design and build a Leprechaun Trap. |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students will be completing a Leprechaun trap planning page and will bebuilding their own Leprechaun trap based on their own design |
| Criteria:*What do students need to do to meet or achieve the learning intention?* |  Students need to participate in the activity and build their trap to the best oftheir ability based on the design they drew (or can explain why the trap does not look like their design)Co-Created criteria * Decoration
* Gold piece
* More than one material
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**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must doI can listen respectfully to my peers. I can contribute to the discussion but may be off topic.With assistance, I can design a Leprechaun trap on the planning pageWith assistance, I can build a leprechaun trap that somewhat resembles my design. Access/All | Students can doI can listen respectfully to my peers. I can contribute to the discussion. I am on topic.I can design a Leprechauntrap on the planning page with minor assistance I can build a Leprechauntrap, that resembles my design and contains at least 2 of the co-createdrequirements with minor assistanceMost | Students could do/try toI can listen respectfully to my peers. I can contribute complex points to the discussion. I can design a Leprechauntrap on the planning page with no assistanceI can build a Leprechauntrap, with no help, that resemblesmy design and contains all of theco-created requirements.Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| * Boxes
* Paper plates
* Pipecleaners
* Pom poms
* Green construction paper
* Green cellophane
* Green tissue paper
* Egg cartons
* Popsicle sticks
* Gold coins
* Candy (to be left by leprechaun)
* Students have brought their own materials
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**Organizational/Management Strategies:** *(anything special to consider?)*

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|  Go over expectations regarding safety in the classroom * No running
* Share
* Be careful with materials
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**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** Pre lesson * Have all of the student’s materials laid out under their chairs/by their chairs
* Have all communal materials in easy reach to lay out at the front at the start of the lesson
* Make sure everyone has some materials under their chair

Gather attention * If you can hear me

How many of you remember the book we read about leprechauns? Silent hands And you all know what we are doing today…. but do you remember the criteria we came up with yesterday about our leprechaun traps * Decorate
* At least 2 materials
* Gold coin as bait
* Plan

Write down criteria on board with a symbol We are going to start today by do one of the criteria, making a plan Discuss plan * Your plan needs to be realistic, that means you should be able to create your plan when we make them after snack
* Can you use materials that we don’t have?
* Your plan may not work, when you go to build it, and that is ok, that means you get to learn an adapt, but you should try to follow your plan

Give instructions for plan * Draw your plan on this sheet of paper
* I must be able to tell what is going on, be neat
* You can look at the materials to give you ideas, but do not play with them
* When you get your paper, go to your desk, out your name on it, then you can come back to look at the materials

Give papers to hand out helper  | **Students will** Focus attention * Follow directions

Raise handsStudents raise hands, answer if called upon Raise hand, provide opinions/comments if called uponListen, raise hands to make comments/ask questionsHand out helper gives out papers, students take them back to their desk, and write their name on it | 7-10 minutes |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| **Teacher will**  Monitor and assist as necessary Check in with students to see their planningCheck students planning pages Give 5 minute, 2 minute, and 1 minute transition warningsAsk all students to hand in their planning pages, explaining that they will have more timeDismiss students to get read for outside  | **Students will** Look at materialsThink about how they want their trap to look/work Draw their trap in as much detail as they can Go get ready for recess | 20 minutes |

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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** Gather students at the carpet Gather student’s attention * Hold up \_\_\_ fingers/hands

So, what are we doing now?What are the criteria for your traps again?What are some good expectations when it comes to doing the activity?* Walk
* Be careful with craft supplies
* Share
* Only teachers use hot glue guns

Explain/show blue tack Reminder that trap should look like the plan If your plan is not done, you have 5 minutes to finish itHand back planning pages Dismiss students to build traps/plan Monitor and assist Check in with students about their plans and their traps (have they made any changes? Why?)* If I miss people, I can pull them out at centres to ask about their traps
 | **Students will**  Focus attention * Follow directions

Raise hand, answer if called uponRaise hand, give comments and questions if called uponRaise hands, give comments and questions if called upon Students will finish panning if necessary Students will build their traps, setting them at their table spots when done | 7-10 minutes60 minutes |

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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** Note – can be done at the beginning of next day if needed Gather students attention, bring them back to carpetWould anyone like to share with the group how their trap works?  | **Students will** Gather at the carpet Raise hand, answer if called upon * Tell the group how their traps work
 | 5 minutes |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**